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AUTHOR Murphy, Sandra; Underwood, Terry
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ABSTRACT

This book provides some real-world examples of portfolios that have been used for programmatic purposes. It then draws upon those examples to create a framework for thinking about educational systems and the roles that portfolios might play in them. Following the preface, the book contains 10 chapters. The first chapter provides definitions for important concepts and a brief historical sketch of the growth of interest in portfolios as an alternative to other forms of assessment. Each of the next 8 chapters provides a practical history of a particular contemporary portfolio program that serves to illustrate a particular set of issues. Each of these chapters provides information about the context for the portfolio system, the purposes for which it was intended, and the system's design. Also, each chapter concludes with a discussion of particular dilemmas of portfolio practice and questions for discussion and inquiry. The final chapter provides a framework for system designers to use as a heuristic for developing their own portfolio systems. The book's chapters are: (1) "Portfolio Practices: Lessons from Schools, Districts, and States"; (2) "Mt. Diablo High School: Investigating Teaching"; (3) "Charles Ruff Middle School: Communicating Standards and Expectations"; (4) "Arts PROPEL: Designing Assessment for Learning"; (5) "Chinle: Creating Culturally Responsive Assessment"; (6) "Regional School District No. 15: Scaffolding Self-Regulated Learning"; (7) "Kentucky: Portfolios and Social Justice"; (8) "Vermont's Writing Portfolios: A Worthwhile Burden"; (9) "The New Standards Project: Assessment for Standards-Based Reform"; and (10) "Making Decisions about Assessment." (SR)

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